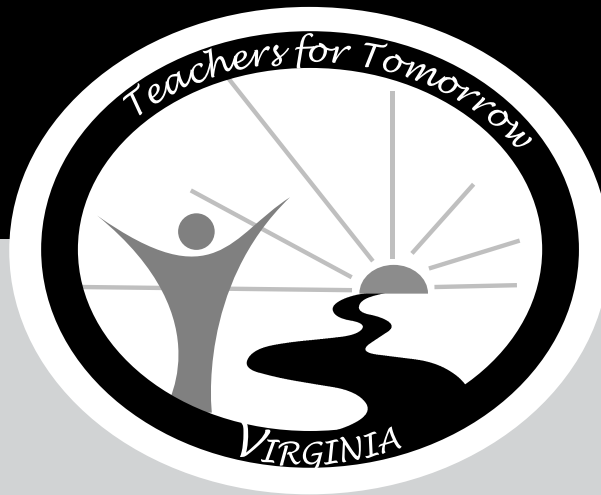


# VIRGINIA TEACHERS FOR TOMORROW



## Draft Curricular Supplement





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College of Education and Human Development at George Mason University.**

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Until the vetting process is complete, the Curricular Supplement is considered a draft and readers should not assume endorsement by the Commonwealth of Virginia Department of Education.

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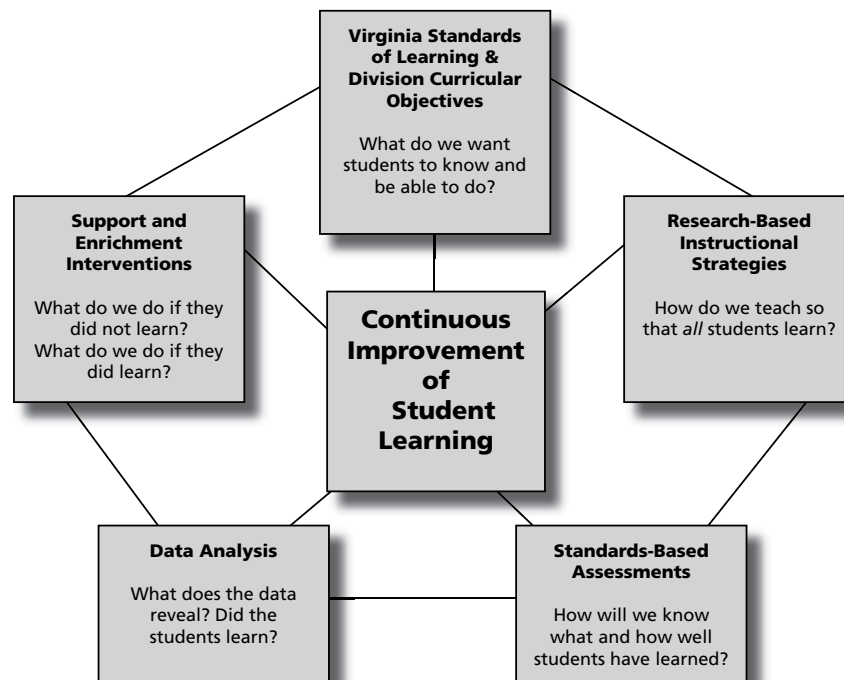


### Executive Summary

This *Curricular Supplement* is designed for *Virginia Teachers for Tomorrow*, a program that aims to attract high school juniors and seniors to the field of education through participation in a world-class curriculum and field experiences related to teaching. Student prerequisites for participation in this selective enrollment program include teacher recommendations and a 2.7 minimum grade point average. Program instructors must complete prescribed training and be fully licensed. The *Curricular Supplement* complements the Teacher Cadet curriculum, *Experiencing Education* (Ninth Edition), developed by the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA).

The topics addressed by the *Curricular Supplement* include: (a) the history of public education in Virginia, (b) the Virginia Standards of Learning, (c) the use of assessment to improve student achievement, and (d) the path to professional licensure and practice in Virginia. The supplement incorporates Virginia's Continuous Improvement Model for Standards-Based Instruction and Assessment illustrated below.

#### A Continuous Improvement Model for Standards-Based Instruction and Assessment







This model shows the interrelationships among standards, learning activities, and assessments that focus instruction in Virginia public schools. Each lesson in the supplement reflects this model so that students can experience it as well as learn about it. In addition, standards, lessons, and assessments used in the supplement parallel Virginia standards for beginning teachers.

These curricular materials address two major themes: Experiencing the Profession and Experiencing the Classroom. Each theme contains carefully constructed standards-based lessons, challenging activities appropriate for high school students, a rich array of resources for both students and teachers, and carefully aligned assessments.

## Experiencing the Profession

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In the first unit of Experiencing the Profession, students consider **History and Trends** in Virginia education. This unit traces the major events and issues affecting the development of public education in Virginia from the Colonial Period to the present. Students consider the writings of influential thinkers, including Thomas Jefferson, John Dewey, and E. D. Hirsch, and evaluate the impact of politics and ideas on the structure and process of education in Virginia. Students also examine broad historic social dilemmas, such as equality of opportunity and the accommodation of diversity, and place them in the context of public education. Finally, the supplement turns attention to accountability and assessment, two issues directly affecting the structure and process of public education in the 21<sup>st</sup> century.

The second unit, **Structure and Governance**, explores how state and local governments set the goals and operating conditions for public education. Students learn about the structure of authority over schools from the General Assembly to the governor to the school principal. They investigate how various stakeholder groups—including students, teachers, administrators, school board members, and citizens—become part of the decision-making process and deal with the effects of educational policy-making. Students also acquire knowledge and skills that permit them to participate meaningfully in the school governance process.

The third unit, **Becoming a Teacher in Virginia**, helps students chart a career path leading to induction into the teaching profession. Guided activities assist students in weighing the challenges and opportunities presented by the teaching profession and analyzing the benefits of becoming a teacher. Students research teacher preparation programs and their alignment with professional studies requirements. They then explore the various routes that individuals may follow to acquire professional licensure and accept a teaching position. Finally, students consider teacher shortages in certain license endorsement areas and the implications of shortages for their own career plans and for educational policy in general.



### Experiencing the Classroom

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This section of the supplement introduces students to the process of developing the characteristics, skills, and dispositions of highly qualified teachers. The initial unit, **Observation and Preparation**, begins with an emphasis on teachers as lifelong learners. Students learn of the crucial link between continuing professional development and excelling in the teaching profession. They examine the Virginia Teaching Standards and analyze the relationship among these standards, exemplary professional practice, and student achievement. Case studies, role play, and classroom observation reinforce students' understanding of teaching standards and the skills necessary to implement the Continuous Improvement Model.

A significant component of this unit is an overview of instructional assessment and how assessment guides instruction. A series of increasingly rigorous exercises hones students' skills in aligning learning objectives and assessments. Students study SOL results at the school and classroom levels for clues to school and class performance, and they consider ways that the school and teacher might use SOL results to revise instruction and improve testing outcomes.

Fieldwork is the focus of the second unit, **Application and Instruction**. Students prepare SOL-based lesson plans, practice them, and present them in classroom settings. The Teachers for Tomorrow instructor and a cooperating teacher at the elementary or middle school level provide guidance and feedback to assist the students in their teaching experiences.

The final unit in this section, **Analysis and Reflection**, leads students through the creation of personal portfolios as a culminating activity. Students synthesize their learning by assembling a representative sample of their projects, observation forms, pupil assessments, self-assessments, and other evidence of their success in examining teaching as a profession. This unit also invites students to explore the resources available to support teachers in implementing the SOL and finding success in the classroom.

The *Curricular Supplement* should capture the interest of potential teachers and provide sufficient understanding of teaching in Virginia to give students the confidence to prepare for and seek professional teaching careers in the state and in their own local school divisions.



## Preface to the Virginia Curricular Supplement

The aim of Virginia Teachers for Tomorrow (V-TfT) is to generate a source of “home-grown” teachers to meet Virginia’s needs. The V-TfT Coordinating Council, made up of V-TfT instructors and higher education faculty from throughout the Commonwealth, developed the following objectives for the program:

- Increase the number of highly qualified teachers in Virginia
- Increase the diversity of Virginia’s teaching force
- Promote greater understanding and counter misconceptions among Virginia’s young people about education, teaching, and learning
- Encourage students to learn more about the teaching profession as a potential career
- Provide opportunities for students to gain experience and academic preparation for teaching
- Support the achievement of Pre-K to 12 students in schools through the participation of high school Teacher Cadets
- Provide peer role models to students

The Virginia curricular supplement complements the South Carolina Teacher Cadet curriculum. It addresses Virginia-relevant topics while maintaining a user-friendly format integrating the principles of understanding by design. Each supplemental lesson aims to engage students in active learning, while providing clear, easy-to-follow directions, student-centered instructional activities, reproducible handouts and student worksheets, assessment rubrics, and time allotments. The Coordinating Council added two new Virginia communication standards to the Teacher Cadet standards that guide this curriculum:

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.

IV.1.2: Students will develop expository and informational writings.



### How To Use the Supplement

The Virginia Curricular Supplement is designed for easy insertion into the South Carolina Teacher Cadet (TC) binder. Instructors will continue to teach many of the TC lessons they have taught before. Some materials and lessons that are pertinent to Virginia will replace South Carolina sections. Sections addressing additional Virginia topics have also been added.

The Virginia Supplement is organized according to Teacher Cadet themes and units:

- Theme I: Experiencing Learning (Awareness and Reflection, Styles and Needs, Growth and Development). *No change has been made to this section.*
- Theme II: Experiencing the Profession (History and Trends, Structure and Governance, Becoming a Teacher in Virginia). *The supplement includes replacement lessons and materials, as well as new lessons for Units 1 and 2. Unit 3 of the supplement replaces all of Unit 3 of the Teacher Cadet curriculum.*
- Theme III: Experiencing the Classroom (Observation and Preparation, Application and Instruction: The Internship, Analysis and Reflection). *The supplement includes replacement lessons and materials, as well as supplements for all three units.*
  1. The Supplement **Table of Contents** lists Teacher Cadet content in plain text and Virginia Supplement content in **bold**. Use the Table of Contents as a guide for placing the supplementary pages into the Teacher Cadet binder in the correct sequence.
  2. Supplement pages are numbered following the Teacher Cadet system (Theme – Unit – Page). Supplement page numbers ending with a letter indicate placement *after* the Teacher Cadet page (e.g., pp. II-1-22 a through II-2-22 p should be placed after Teacher Cadet p. II-1-23). Supplement pages numbered the same as Teacher Cadet pages will *replace* those pages in the Teacher Cadet binder.
  3. A **Unit Table of Contents**, preface, and specific placement instructions are also included at the beginning of each unit in the supplement.
  4. The **Curriculum Map** available on the accompanying CD shows the integration of the supplement with the Teacher Cadet curriculum.
  5. The **Pacing Guide** on p. xii provides suggestions for selecting, sequencing, and allocating time for each unit.
  6. As before, teachers need not teach every activity in the combined TC/Virginia curriculum. However, it is important to cover each of the Teacher Cadet standards. The **Standards Crosswalk**, available on the accompanying CD, will serve as a useful guide for this purpose.



## Lesson Format

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The lesson plans in the Virginia Curricular Supplement follow a format similar to that of the Teacher Cadet curriculum, including: Objective(s), Essential Question(s), Critical Concepts/Vocabulary, Activities, Assessment, Materials, Resources, Time, and Teacher Cadet Standards. An assessment statement has been added after the essential question to guide the teacher in considering desired student outcomes when planning instruction. Each lesson is followed by reproducible teacher resource pages, handouts, and student worksheets, as necessary.



## Pacing Guide

The following pacing guide is based on a post Labor Day start time. The pacing should be appropriate for either a block or traditional schedule.

Lessons marked ■ are optional and those marked ☆ are highly important.

### First Semester

#### Theme I/Unit 1: Realizing My Powers (2–3 Week Unit)

- Coat of Arms/Shield or Quilt Squares
- Scavenger Hunt (homework and present in class)
- Full Pot, According to Virginia Satir (Can be separate or together with Dr. William Purkey reading)
- Self-Esteem Fraud (homework)
- Little People's Literature (Optional – Guest Speaker)
- Culminating Activity – From Stories to Puppet Theatres (This can be one activity or two depending on students, resources, and time. The due date might need to fall in the next Unit.)

#### Theme I/Unit 2: Styles and Needs (5–6 Week Unit)

- Preferred Processing Styles
- Gardner's Multiple Intelligences
- Analytical and Global Learning Preferences
- Maslow's Hierarchy of Needs
- "A Wicket's Wad"
- Learning Disabilities portrayed in F.A.T. City (Use the video in small sections throughout this section)
- Walking in Somebody Else's Shoes
- Categories of Special Education
- Gathering Information about Special Education/Observations (This depends on your school and school system.)
- Special Attractions: Videos about Special Education and Barriers to Learning
- Focus on Seven Major Barriers to Learning
- English Language Learners
- Culminating Activity – Barriers Books

#### Theme I/Unit 3: Growth and Development (6–7 Week Unit)

- Physical Development
- Cognitive Development
- Moral Development – Values Auction, Kohlberg's Theory, and "What To Do?"
- Social Development – Erikson
- The Importance of Language: Introducing Vygotsky
- Observing Play
- Play Day (Optional, but a very fun activity.)
- Making Manipulatives
- A Trip to the Toy Store (Homework)
- Cognitive Lab Experiment
- Observations of Children from Birth through Age Five: Pre-School Observation (The observation can be planned anytime during the unit. We recommend observing closer to the culminating activity.)



- Culminating Activity: Cadet Preschool Model or Booklet
  - *The Hurried Child*
  - Observations of Elementary-Aged Children
  - Culminating Activity: “What’s a Parent To Do?”
  - Observation of the Middle School Student
  - Culminating Activity: Pre-Adolescent/Adolescent Literature (Assign this activity at the beginning of the Unit.)
  - Reporting on *All Grown Up and No Place To Go*
  - Observations in the High School
  - Proactive Parents of Troubled Teens
  - Video: *Teens: What Makes Them Tick?*
  - Culminating Activity – Lifelines (This activity can also be used as the semester exam.)

The goal is to complete Theme 1 Units 1, 2, and 3 either before Winter Break or by the end of the first semester. The pacing guide assumes a 17-week semester, including holidays and exam week. Although the curriculum does not have a specific semester exam, the Lifelines Activity can be used for this purpose, depending on teacher preference and school policy.

## Second Semester

### Theme II/Unit 1: History and Trends (2-week unit)

- Public Schools for All?
- Educating Diverse Students in Virginia Schools
- Changing Our Comfort Zone (Optional activity, but fun for students.)
- How Do We Know They’re All Learning?
- Virginia Standards of Learning – What Do They Mean to Me?
- Little Red School House and the Pony Express
- Culminating Activity: Educating Citizens for a Democracy

### Theme II/Unit 2: Structure and Governance (2-week unit)

- School Perfection
- The Many Faces of Education
- Get with the Program
- Governance of Schools
- Contacting Your State Legislator (Optional Activity needs to be timed to work with the legislative calendar of the Virginia General Assembly, which starts in January.)
- In Another’s Shoes: A Shadowing Activity (Optional activity, but students find it valuable. Logistics depend on individual school.)
- The Local Scene
- Culminating Activity: Who Has the Voice?

### Theme II/Unit 3: Becoming a Teacher in Virginia (one-week unit)

This unit would also fit well during the first semester after Theme I Unit 1, as students are visiting and applying to colleges.

- Why Become a Teacher?
- Steps to Licensure in Virginia
- Teacher Preparation Programs in Virginia
- Critical Shortage Areas in Virginia: Supply and Demand
- Culminating Activity: The Path to Teaching: A Life’s Journey



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### **Theme III/Unit 1: Observation and Preparation** (four-week unit)

- Being a Teacher Hollywood Style (homework assignment or after-school movie night)
- Caught in the Act (optional or homework – nice activity)
- The Good, the Bad, and the OH MY!
- Qualities of a Highly Effective Teacher
- Teachers: Yesterday and Today (fast activity)
- An Overview of Methodology: Silent Graffiti
- Groups: We Can Work It Out
- Questioning Techniques: “Bloom”-ing through Questions
- Lecture: More than a Monologue
- High Tech Teaching (fast activity)
- A Game: I Have...Who Has...for Educational Terms
- A Game: A Card Sort of Educational Terms
- Why Do We Assess?
- How Will We Know They Learned?
- Assessment for Learning...Reaching All Students
- Brain-Based Learning
- Establishing Classroom Procedures
- ☆ Ready, Set, Go Teach (highly important lesson!)
- ☆ Student-Created Lessons (highly important lesson!)
- Working with Special Needs Students
- Improving Classroom Management
- Culminating Activity: Seven Gifts that Will Last a Lifetime

### **Theme III/Unit 2: Application and Field Experience** (nine weeks)

- Field Experience

### **Theme III/Unit 3: Analysis and Reflection** (ongoing throughout the year during observations and field experience)

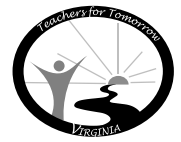
- SAY, MAY AND FLAY Lessons and Curricula (use SOL lessons)
- Portfolio and End-of-Course Activities
- Observing Virginia Teaching Standards

## Virginia Standards

Virginia Teachers for Tomorrow addresses the following three sets of Virginia standards:

- *Virginia Standards of Learning (SOL)* describe the Commonwealth’s expectations for student learning and achievement in grades K–12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.
- The (draft) *Professional Studies Requirements* outline the professional knowledge and skills teachers must develop through an approved teacher preparation program.
- The (draft) *Professional Teaching Standards* provide the framework for school divisions to use to develop evaluation criteria for teachers.





## Virginia Standards Crosswalk

Page	Title	Objectives	SOL	Professional Studies Requirements	Professional Teaching Standards
II-1-22 a	How Do We Know They're All Learning? Virginia Standards of Learning	Students will analyze the relationship between the Standards of Learning and the Standards of Learning Assessments.	▲		
II-1-22 p	Virginia Standards of Learning—What Do They Mean to Me?	Students will be able to explain the importance of the Standards of Learning for various educational stakeholders.	▲		
II-2-16 a	Structure and Governance (insert)	Students will identify how schools are governed at the federal, state, and local levels.	▲		
II-3-1	The Path to Teaching: A Life's Journey	Students will be able to describe the lifelong process of growth and development to become an expert teacher.		▲	▲
II-3-14	Teacher Preparation Programs in Virginia	Students will be able to: 1. recognize common requirements for admission to and completion of an approved teacher preparation program. 2. research, analyze, and select information about a program and develop a presentation that provides compelling reasons to attend that particular program.		▲	
II-3-21	Steps to Licensure in Virginia	Students will be able to describe the four components for licensure in Virginia: (1) subject matter competence; (2) professional knowledge and skills; (3) clinical experiences; and (4) licensure exam requirements.		▲	
III-1-12 a	Qualities of a Highly Effective Teacher	Students will describe the characteristics, skills, and dispositions of highly qualified teachers in suggesting strategies for handling classroom situations.			▲
III-1-58 e	Assessment for Learning ... Reaching All Students	Students will describe how assessments inform educational practice in the classroom.	▲		
III-1-73	Ready, Set, Go Teach	Students will be able to prepare and present a lesson plan that aligns to the Virginia Standards of Learning (SOL) and addresses a variety of learning styles.	▲		
III-2-1	Field Experience	Students will apply the knowledge they have gained from the Virginia Teachers for Tomorrow course in a real-world situation by observing, assisting, and teaching in a classroom.	▲		
III-3-4 a	Observing Virginia Teaching Standards	Given specific teaching standards, the student will be able to cite and give examples of standards demonstrated by a teacher during the student's field observations.			▲



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